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*A Chemistry Manual.* By JOHN WHITMORE. Chicago: Atkinson, Mentzer & Grover.

This is one of the latest additions to the almost countless number of laboratory manuals for secondary schools. The *Manual* has the excellent loose-leaf feature, the pages being held in an attractive cover by means of the best clasp we have seen.

There is nothing essentially new with reference to the treatment of the subject, but it commends itself to instructors because of complete and explicit directions for each experiment, and because of the ease with which experiments may be removed or new ones added. Because of the definite questions upon each experiment, the teacher's work of correcting notebooks is materially lessened, but it seems that in many cases this same feature minimizes the value of the experiment. It is unfortunate that in several instances the drawings have been taken from ancient manuals or made from antiquated apparatus. The author has fallen into the fad of mistaking chemical shorthand for good English and mixes in his symbols and formulæ with questions and statements.

R. H. BROWNLEE.

UNIVERSITY HIGH SCHOOL,  
Chicago.

*Fundamentals of Child-Study: A Discussion on Instincts and Other Factors in Human Development, with Practical Applications.* By EDWIN A. KIRKPATRICK. New York: The Macmillan Co., 1904. Pp. xxi+384.

In his preface the author explicitly states the purpose and scope of his text, which is an "attempt to present, in an organized form, an outline of the new science of child-study for investigators, students, teachers, and parents." It is the fruitage of fourteen years' experience in studying and teaching child-study, supplemented by an experience of half the length of time as a parent.

Instead of following out his original intentions of summarizing all the principal child-study investigations, "only a few specific facts and figures are quoted," the foundations of the science in other sciences is emphasized, and prominence is given "to the more general, permanent, and practical truths thus far revealed by students of children."

In his initial chapter the topic is given as the "Nature, Scope, and Problems of Child-Study," and the subtitle to the same, "Difference between Children and Adults," gives the angle from which the subject-matter is viewed and indicates his method of procedure in the treatment of the same. The systematic study of children is said to be due to the fact that people note and desire accurately to express the physical and mental differences between children and adults. Thus the science owes its birth to the impulse to exploit and explore this hitherto unsurveyed area of human life, as well as to the educators' practical interest in definitely determining the order of growth of powers whose reconstruction it is his avowed purpose to bring about.

The scope of the field is limited by birth, on the one hand, and by maturity, on the other, and the science is concerned with those characteristics which are present at birth "in so far as they differ from those of adults," and with the general laws of development governing changes in size, structure, and instinct.

This is followed by a discussion of the forms of activity that are native, they being classified as automatic, reflex, and more complex activities which are named instincts.